

Component Learning Community for Informal Education to Support Culinary Community at Era New Normal Covid-19: A Systematic Literature Review

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Abstract: Informal education will be successful as an alternative for the community because not all people are able to receive formal education. This study uses a qualitative method with a systematic literature review (SLR) technique to look for learning community components in informal education to support learning in the culinary community in the new normal era of Covid-19. The author collects, studies, and analyzes reference sources according to the specified keywords. Found 53 papers from 2002 to 2021 with background authors from academia, industry, and the public sector with reference sources from journals, conferences, white papers, and research reports. Systematic literature review results obtained 6 components of learning community in informal education, namely content, forum, method, technology, figure/layout, and human/social resources. The six components as a reference and the author's first step in the next research through searching for the characteristics of the learning community in the culinary field, then making a learning model of the culinary community. Because of the importance of the learning community component in informal education to help community members share knowledge, solve problems, share common goals and interests among community members.

Index Terms: Learning, Community, Informal Education, Culinary Community, Era New Normal Covid-19.

1. Introduction

The amount of formal education has not been able to reach the whole community, but the existence of technology makes informal and non-formal learning an alternative. One form of non-formal learning is community-based learning which is currently a trend that is the need for individuals and groups to solve problems in everyday life [1]. Informal education as a place for independent learning has not achieved maximum results due to low motivation.

The emergence of various learning communities is one solution for those who want to learn more about something and accommodate people who cannot receive formal education [2]. The need for a learning community that is useful to guide and maximize learning outcomes and the learning community is an alternative and appropriate place for sharing knowledge [3]. Less attractive figures and layouts. There is no variation in figures and layouts, which makes communities bored. There is no combination of layouts that can inspire people to develop learning communities. Informal education becomes interesting with the existence of attractive and innovative digital technology today.

Technology brings big changes in people's lives. In community learning, technology is able to strengthen the involvement of members with one another. Apart from the above, Technology offers a wider channel in accessing knowledge, does not depend on a single source, and creates an unlimited learning context [4], [5]. The available technology is simple, often the network has problems from the accuracy of the ban to the slow handling if a problem occurs. There is no good infrastructure management, so the problems that are not addressed quickly. Network speed, flexible hardware, development of various applications can be useful for informal learning, where informal learning is an unstructured cognitive effort and is considered very flexible carried out in an informal context. Informal learning can be done by discussing, having someone's conversation, presentation results, advice, sharing information, dreams, guidance, art, culture, and ideas. The hot topics of informal learning often arise from the results of individual or group

discussions. [6]. The content sent is not well structured, there is still a lot of content that has not been presented specifically. This confusing community members and making learning bored and less attractive. No forum can accommodate the aspirations of the community. Very few forums, so a lot of knowledge that is not spread to others and finally the knowledge is lost due to the relevant died before being inherited. The learning community can be packed with interesting and interactive content through learning forums and discussions. Especially in the conditions of the new normal era of Covid-19, community-based learning is an alternative for some people today.

The purpose of the Systematic Literature Review is to find out the important components of Community Learning for Informal Education, so far learning in informal education has not been widely discussed. Research questions in this paper "What are the important components of the learning community for informal education to support structured learning in era new normal covid-19?".

From the above, a community learning component is needed for informal education to make it easier for community members to share knowledge and solve problems. This research is part of the next research, where the author will continue to search for important characteristics and features needed in community learning in the new normal era. After finding the components and characteristics of the learning community, the author will conduct further research on the learning community model in the new normal era of Covid-19.

2. Related Work

2.1. Learning Community

The community learning component consists of community members, collaborative learning, learning problems, and learning exercises. There is no explanation regarding the components of the learning community with special characteristics that exist in the learning community. While the learning community process can be obtained by identifying problems, exploring alternatives, working together in taking action, revising, and improving plans [7].

Learning community with the concept of continuous learning through participatory learning models, namely various interactive activities that contribute to participatory engagement, including: student interaction, interaction between educators and students, interaction with content, self-reflection learning, and collaborative learning in the e-learning community [4]. The approach taken does not involve responsible stakeholders in the Learning Community and has not yet been generalized to other learning [8] learning community must be able to be generalized into other forms of learning both for informal education, non-formal education and formal education.

Community involvement is a major factor in stimulating a sense of ownership and self-empowerment efforts to create a strong and sustainable community. Community members learn through the four steps of the participatory learning process: (1) analyzing problems, (2) planning, exploration, and voting, (3) implementation, and (4) evaluation [9]. The test only covers general knowledge of interpretations such as the type of sign, the color of the sign, the use, and the benefits.

Various learning communities have implemented, built and maintained e-learning communities actively and dynamically with the aim of community members getting interactive learning experiences from various sources and experiences of other community members. The collaborative learning process can efficiently facilitate the transfer of knowledge that affects individuals and groups emotionally [10]. Community characterization and description of empirical models in the case of the e-learning community are not seen in the paper, so it needs to be further described.

The Learning Community is cooperative, participatory and trusted by utilizing social networks [11]. Communities can also be done virtually that explore, meet other users, socialize, participate in individual, and group activities, make and trade goods (virtual property) and services from each other are done virtually. All of the content built by users becomes a place of imagination, free to create and explore so that community members can learn freely and comfortably [12]. Building a virtual learning community efficiently requires adequate knowledge to be developed, one of which is a management model based on the development of a professional identity that offers flexibility both in time, space and work [13]. Not explained the type of social media used for virtual learning so it needs to be developed the type of media used and the virtual learning process.

The use of technology can motivate users to find a variety of important, interesting information and users can collect material independently, communicate with each other so that each contribution will give meaning or meaning and final evaluation can be done independently [14]. The community a Professional Learning Community (PLC) concept can be applied which is a very broad learning process with media to foster collaboration with community members to improve the performance of humans resources by implementing professional learning communities with a collaborative culture to create and improve the Community of Practice (CoP) and establish effective work teams [15]. Currently, human life is completely dependent on technology such as smartphones, laptops, tablets, computers and other devices [16].

Informal learning in the new normal era of Covid-19 is mostly done with mobile learning. Four important components of the mobile learning community, namely human factors, subject factor learning, system factors that support mobile technology, and human support systems [4]. The mobile learning process is categorized into the form of individual reflective practices in an authentic context and participation in the cellular learning community. To adopt

instructional design in the community using mobile media, the design is needed to change the way social and cognitive interaction involves culture and uses cellular technology for participants or community members to reflect on themselves [5]. The process has been well explained, but feedback from learning is not visible. Feedback can be used as a control and evaluation tool in the learning community.

There are 3 (three) factors that determine success in learning communities, namely accessibility at an affordable, safe and conducive cost so that this learning is highly considered. Socioeconomic factors play the biggest role in the gap for people in rural areas [17]. The technology used is not visible, it needs to be explained about the technology applied in the learning community and the impact of the use of technology on learning outcomes is not explained in the paper. The digital age that offers collaboration both internally or externally is relevant for practitioners and academics who have added value by utilizing artificial intelligence. Digital technology has changed society starting from the behavior, lifestyle and way of making decisions [18]. Digitalization produces innovations that expand theories about innovation management with more accurate results [19]. The diversity of knowledge is very important in creating groundbreaking innovations to provide access to various elements of knowledge through a combination of various sciences that continue to benefit the future [20].

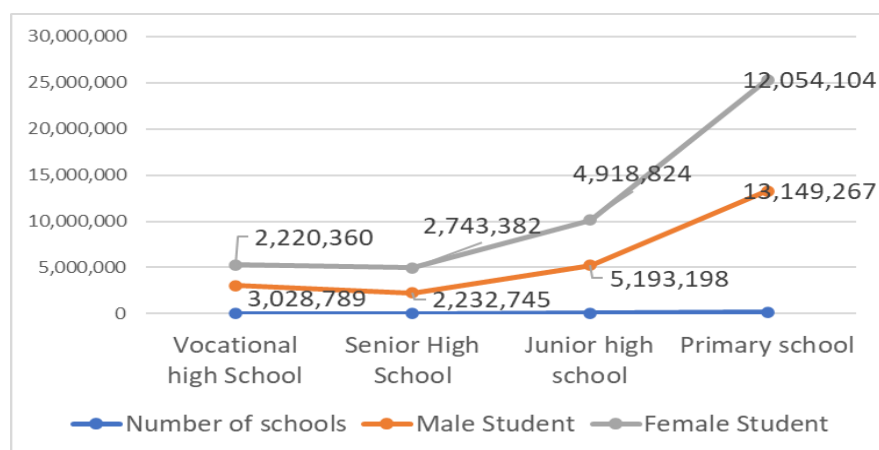
The psychological and cognitive development of students has a very important role, especially in empowering future careers of students. The perception of prospective teachers in participation or participation and practice in the learning community is very important to solve problems. Empowering prospective teachers is a beneficial thing, especially for socialization, personal development of students, social responsibility and awareness of various needs in society [21]. Not good and not optimal if there is no participation from community members where collaboration is crucial for the success of the teaching and learning process.

It takes lifelong learning with an innovative and creative and learning continuous environment so that students can be stimulated to continue to improve their best abilities [22]. Through the application of community-based learning behaviors, benefiting community members by embracing individuals in organizations, increasing social innovation and impacting the quality of society [23]. The collaborative learning models by involving behavioral attributes, perceptions of members, influences from individuals and groups, perceptions of community members to keep sharing connectivity and presage, the production process becomes a unique feature of the learning community. It does not rule out the possibility of learning with concepts like this being new and interesting and much in demand for the community [10].

The learning process focuses on the environment, behavior, and psychology and this model is able to become a new flexible model in solving current learning problems that are mostly done online. [24]. The use of online media in learning can help users to use the system more easily and reduce the cognitive burden of each participant. Users can interact interactively with each other towards learning that is true and interesting [25]. Learning by representing networks is capable of detecting communities remotely and increasing public awareness of the importance of a network that is used as a medium of online learning in a community [26].

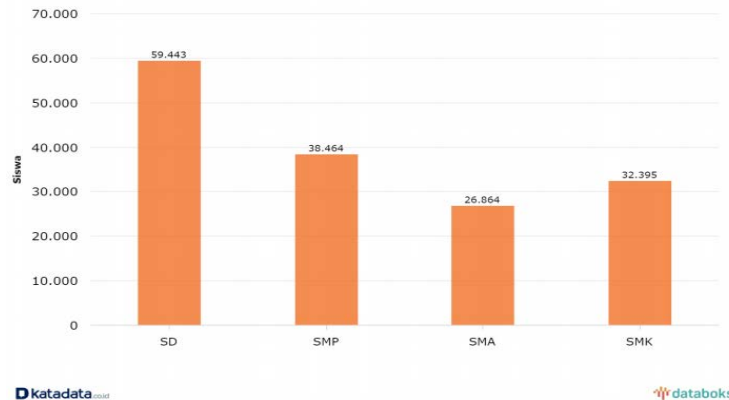
2.2. Formal and Informal Education

Educational choices become things that need to be studied carefully by each individual. Many individuals are more inclined to prioritize formal education and work towards various efforts for formal education to be accepted in the job market [27]. Informal education is institutionalized education, which is compulsory education, with a period of time from one school system and ends with graduation in the form of a graduation mark [28]. Formal education is a systematic, structured, multilevel, tiered activity, starting from elementary school to college and academic and general oriented study activities, specialization programs, and professional training, which is carried out in a continuous time [29].



Graph 1. Data on formal schools in Indonesia based on education levels in 2019/2020 [30]

Based on the graph above, it shows that the number of elementary schools, junior high schools, and senior high schools is not balanced in terms of the number of students. The large number of students who drop out of school causes informal education to become an alternative for them to continue their education. Various informal educational institutions are growing to provide solutions and offer soft skills education so that they are better prepared to face the world of work.



Graph 2. Drop Out Students in Year 2019/2020 [31]

The Ministry of Education and Culture of the Republic of Indonesia recorded that there were 157,000 elementary to high school students dropping out of school in the 2019/2020 school year. Most of the students who dropped out were at the elementary school level (SD) as many as 59.4 thousand students. Furthermore, at the junior high school (SMP) level as many as 38.5 thousand students. At the high school (SMA) level, 26.9 thousand students and 32.4 thousand vocational high school (SMK) students dropped out of school. For the last two years the Covid-19 pandemic has been one of the causes of students dropping out of school.

Informal education is an educational pathway carried out in the family and environment, where learning activities are carried out independently [32]. Informal learning patterns are analyzed using visualization techniques from online sources and exploratory methodologies using a case study approach [6].

The most important thing lies in the fact that all users share interests and goals in topics even though topics are the smallest unit [33]. Cooperation with various stakeholders and scientific disciplines is needed that will encourage the success of every activity carried out by community members. [34]. Informal education can implement a broader collaborative process because learning is not as binding as informal education.

Community-based learning by sharing knowledge, collaborating with each other, sharing knowledge evenly through applications by utilizing grid computing [35]. Learning communities can be used to build networks between members of community groups through mutual trust, respect, interaction and providing mutual solutions [36]. Also, the importance of collective management and the factors the influence for community-based institutions (CBI) are formed and built through proactive & transparent dialogue in an organized community learning community and awareness of building socio-ecological relations, for management unity [37]. Professional learning communities (PLCs), become the biggest step in professional renewal, especially for instructors, teachers, mentors who have a considerable contribution in learning community professionals and can save costs and the existence of pedagogical involvement in groups [38]. Such changes require my students to reform learning to develop pedagogically by exploring the experiences and understanding of the mentors based on their experiences [39]. Implementation informal education can produce interesting learning processes, given that much knowledge is gained from one's personal experience. Special attention needs to be paid to stakeholders to develop informal education into reliable and memorable education [40].

2.3. Era new Normal-Covid-19

New normal is a scenario to accelerate the handling of COVID-19 in health and socio-economic aspects by considering epidemiological studies and regional preparedness [41]. New Normal can also be interpreted as a new order, habit and behavior based on adaptation to get used to healthy living behavior [42].

The recommended guidelines for implementing the New Normal include: (1) Wearing a mask is an obligation that must be done and this is regulated by the state/government. It is best if this rule is enforced based on motivation rather than imposing fines if it is not obeyed. (2) Limitations of social interaction in public spaces must also be regulated. Such as in schools, workplaces, malls, supermarkets, and transportation. Developed countries are currently thinking about how to implement The New Normal. (3). Clean living becomes a habit that must be done if you want to survive. This includes washing hands, wearing masks as mentioned above. In the future, it is not impossible for humans to be required to live more regularly and maintain cleanliness [43].

3. Method

The method used in making this Systematic literature review is as follows: The steps to make a systematic literature review using Prisma are (1) Define the eligibility criteria in the paper that has been collected. (2) Define the source of information used. (3) Selecting literature based on predetermined keywords. (4) Data collection. (5) Selection of data items through selected papers. In this research case studies are used to produce a deep understanding of something fundamental to further research [44], [45]. The paper used is a publication from 2002 to 2021 years.

Systematic Literature Review is one way to minimize the loss of information in research and explicitly to eliminate misunderstandings to produce valuable and high-quality work [46]

Stages carried out in planned research with sufficient time representing the activities to collect, read and process the library data found. The purpose of this literature study is to look for theories or research results about important components in the learning community for informal education that are used as a reference in conducting research. Analyze the relevance of the results of previous research to answer the important components of the learning community for informal education. The results will be useful for society at large in general and the world of education in particular.

3.1. Search Process

The scope of this paper is to find out the important components in the learning community for informal education. The process carried out by the author in determining the important component is to determine the literature sources that are considered to be most suitable for the keywords either from journals, conferences or papers. The sources of this literature review are as follows: a). Google Scholar (scholar.google.com), b) DOAJ / Directory Open Access Journal (<http://doaj.org>), c). Science Direct (www.sciencedirect.com) d). IEEE Xplore (<http://ieeexplore.ieee.org>), e) Springer Link (link.springer.com). This paper is based on keywords that have been determined by the author, namely "components") AND ("learning" OR "education") AND ("community" OR "society") AND ("informal" OR "not official") AND ("Corona Virus" OR "Covid-19") AND ("Era" OR "Period")

Systematic literature reviews have criteria in the review of articles conducted by structured and planned to increase the level of review and ranking in research evidence (Davies & Crombie, 2009). Literature review takes more time than making a research article. Literature review is done after completing or making substantial progress in the flow of research and is carried out before starting the project by developing a theoretical model of a structured approach by citing previous articles with keywords and looking for the largest contribution [47].

3.2. Data Extractions

The exclusion criteria are needed in the systematic review literature so that topics that do not fit the topic are not included in the paper, while the articles taken are articles published from 2002 to 2021. References that have been collected consist of 19 references sourced from journals and 26 references sourced from conference results, 6 references sourced from white papers result, and 2 references from research report sources seen in table 4.

4. Result & Discussion

4.1. Publication trends

Frequency of papers published between 2002 – 2021 can be seen in Table 1. From the collected papers, it can be explained that the most papers were in 2019 as many as 9 papers (16%), in 2017 as many as 7 papers (12%), in 2021 and 2014 as many as 6 papers (11%), in 2015, 2013, 2012 each as many as 5 papers (9%), in 2018 each as many as 4 paper (7%), in 2020 there were 3 papers (5%) each, in 2016, 2009, 2008, 2004, 2002 each as many as 1 paper (2%) and no paper for 2011, 2007, 2006, 2005, and 2003 as shown in table 1.

4.2. Background of authors

Authors who contributed to the systematic literature review on determining the components of learning communities for informal education in order to support learning in the culinary community in the new normal era of Covid-19, mostly with academic backgrounds, namely 43 papers (75%), Public Sector background as many as 10 papers. (18%) and the background of the industry as many as 4 papers (7%), as shown in table 2.

4.3. Publishing outlets

Determining the components of the learning community in informal education to support learning in the culinary community in the new normal era of Covid-19, it was found based on various sources such as conference results, journals, white papers and research results. The reference sources used in this study are 4 publishing outlets, namely conferences, journals, white papers, research reports. References that have been collected consist of the four sources

namely of 26 references sourced from conference papers (46%), 21 references sourced from journal papers (37%), 8 references sourced from white papers (14%), and 2 references sourced from research reports (4%) as shown in table 3.

Table 1. Frequency of publications

No	Year	#	%
1	2021	6	11%
2	2020	3	5%
3	2019	9	16%
4	2018	4	7%
5	2017	7	12%
6	2016	1	2%
7	2015	5	9%
8	2014	6	11%
9	2013	5	9%
10	2012	5	9%
11	2011	0	0%
12	2010	2	4%
13	2009	1	2%
14	2008	1	2%
15	2007	0	0%
16	2006	0	0%
17	2005	0	0%
18	2004	1	2%
19	2003	0	0%
20	2002	1	2%
Total		57	

Table 2. Background of Authors

No	Background of authors	#	%
1	Academic	43	75%
2	Industry	4	7%
3	Public Sector	10	18%
Total		57	

Table 3. Publishing outlets

No	Journal / Conference	#	%
1	Conference	26	46%
2	Journal	21	37%
3	White Paper	8	14%
4	Research Report	2	4%
Total		57	

A systematic literature review has two main implications, namely the implications for theory and the implications for practice. Judging from the theory, the results can be used as a reference for research on the same topic, the learning community for informal education. Innovation toward digitization by combining various sciences to produce more accurate scientific innovations. Viewed from practice, the results can be used as an identifier of important components of the learning community with a broader scope. Evaluation and validation of indicator results are very significant for adopting a component of the learning community for informal education. The following are important components in the learning community for informal education:

The component shown in Fig. 1 was obtained with a literature study of the components of the learning community for informal education. A systematic literature review is used to determine the phenomena that exist in the learning community with the information obtained explored by providing definitions and explanations. The information is sought and chosen creatively, flexible with all sources considered important. Next, the information is collected and mapped.

Fig. 1 Explains an important component of community learning for informal education. These important components are used as a tool to map the factors that determine the success of learning for informal education.



Fig.1. Component of Learning Community for informal education at culinary community

A. Content

Content applied at informal education tends to contain the habits of the community [17] with these environmental conditions created interesting new methods such as discourse, playing together, cooperative methods [4], deconstruction, informal family education, group visits and trips, scientific tourism, media tools, and synthesis methods [1] that able to solve problems [48]. Content can enhance theories related to conceptual frameworks that typically use social media as a communication tool [6] and learning is done digitally independently [14]. While continuing education has an emphasis on content and can be accommodated into the existing system [17]. Learning that only Focuses on the aspects of technology or content cannot be a factor to attract students to be involved in e-learning and virtual education [12] but the need for participatory members to be more proactive [4].

B. Forum

The Learning community can be shared knowledge between community members [49] where among expert members will provide solutions [50] through knowledge sharing [51] so that a sense of interconnection between community members is created [52]. When they experience difficulties it must be done together [51] creating strong partnerships and collaboration between community members and learning to be equal [35] and awareness among group members in solving problems with effective resources [17].

C. Method

Knowledge can be inherited like a decision tree that presents a decision-making system that is managed through an incentive model [53]. Community members can explore and extract knowledge in the form of visualization to make it more attractive to users [6]. Learning communities make members of the community learn independently and actively independently [14] and create solid work teams among community members [54]. Stimulation of creativity and the use of interactive techniques for groups are considered as the key factors for the success of continuous learning [34].

D. Techoology

Sharing knowledge can be done with media and network technology by utilizing the internet and social media [55]. Cellular media [5]. Online learning is a matter of great interest [28] especially through social media such as Facebook even though users need to be careful in using Facebook, especially regarding confidential data [6]. The knowledge possessed by individuals in learning communities is important for solving problems faced by members [53]. The use of online media and technology will form virtual communities that interact with each other regardless of distance and time [12] has transformed traditional learning into online learning [4]. Digital technology is needed which has changed people's behavior, lifestyle and mindset [18] to support the learning community for informal education. There is still a lot of learning done traditionally without using digital media, this happens in places that have not yet been reached by the network.

E. Figure and Layout

a. Simple & Interesting

Simple, in terms of features and layouts, are simple than conventional learning. Change the previous process and change into a more effective and efficient model [6]. Through the mobile-based learning community component [5]

able to find knowledge quickly using resources and professional relationships [10]. Learning in the community provides the freedom to create and explore freely, and comfortably [12] by integrating the virtual learning community into the knowledge management model [13]. Public education provides information services to attract community members [17] with collaborative software programs that offer virtual space [38] that can change a person's learning style because of the internet [25]. Interesting, content in learning community looks more interesting because the media used are various kinds and online learning [5], supported by the evolution of information and communication technology (ICT) [10] and among them have high collaboration [11] to develop programs user-centered.

b. Unstructured

Unstructured for informal learning leads to non-structured and flexible cognitive efforts for informal contexts [6]. Community members freely imagine [12] and participate in a virtual learning community that has many advantages [13].

c. Constructivism

Constructivism is generative by creating meaningful actions from the material being studied. Learning communities become a place to foster and exchange knowledge. Learning based on the experiences of people in the community is carried out in line with the work they have [4]. Characteristics, accessibility and atmosphere and community involvement are prominent factors for the success of learning in the community [17]. Each opinion, experience, knowledge, and skills of community members are important, supported by good relations between community members, culture, and infrastructure.

d. Self-reflection

Self-reflection in community-based learning is categorized into the reflective practice of individuals with authentic contexts [5] applied to informal education [56], students can connect from each activity or information point to other information according to the needs of students [5]. Quality learning with experience and access to challenging content, feedback through formative assessment and opportunities for independent learning independently [14], empowering teacher candidates in terms of socialization, personal development, social responsibility and awareness of community needs [21] about the importance of lifelong learning life [22] by utilizing sophisticated information and communication technology [23].

e. Engagement

Engagement means the relationship between community members is certainly very strong. The same sense and purpose make the problems that face the problem together [10]. Problem-solving becomes the main thing in the community, helping each other becomes the main thing [56]. Collaboration between members [5] and quick feedback when problems occur and answers are delivered often appear spontaneously and each member has different education and skills [25] to achieve mutual understanding and lead to an effective education system [39] towards continuing education and education is endless [8].

f. Inquiry

The inquiry is a learning method where participants or community members are required to be more active in the process of discovery, placing students more self-learning and developing activeness in solving problems. Participatory learning is a local community process [57]. Community development with the issue of continuing education in the architectural design curriculum with integrated vision, goals, and methods [34] with characteristics, accessibility, atmosphere, and community involvement are very prominent factors for the success of learning [17] and to build a networked learning community needed a platform knowledge management [36].

g. Easily accessible

Communities can manage resources effectively so that information can be accessed easily [7]. Informal learning patterns are analyzed using visualization tools and techniques [6] such as the cellular learning system that can be used for learning communities between groups [5]. Community involvement is a major factor in stimulating a sense of ownership and self-empowerment to create strong and sustainable communication [57]. Sharing knowledge and ideas is done through professional relationships by confirming or validating quickly [10] so that the importance of the role of key people in a learning process in the virtual community [11] is to do almost everything people do in real life [12]. An integrated knowledge management model that includes a virtual learning community can be used in every context [13] which encourages the revitalization of the class [38].

F. Human/Social Resources

a. Grouping and teamwork

Grouping and teamwork are characteristics of community-based learning. Collaborating among community members makes them have the same goals and interests [17]. Collaboration between professions is very important for

the success of learning [53] requires that all professionals have the knowledge, skills, and awareness to work with others for sustainable development [34].

b. Competency-based learning

Competency-based learning is learning that is oriented towards achieving the competence of participants to improve competencies that can be measured through patterns of attitudes, knowledge, and skills [17], [34]. The material that supports the achievement of mastery of the competencies of the participants in informal education [1] is by the components, centrality, liaison, and modularization with separate subcommunities [6]. Some human factors, learning subjects, cellular technology support systems and supporting systems Human resources are important [5]. Learning in a community that is a teacher or tutor is a member of the community itself and there are no special instructors or tutors [17]. For members who have special knowledge voluntarily resolve problems faced by members [55]. Knowledge sharing can be done in collaboration between members in the community [35] even community members can ask questions to those who are experts in their fields [50] so that students are actively involved in the community [4].

c. Individual commitment

Individual commitment is formed from individual awareness to provide the right solution every time new problems arise faced by community members [1], [6], [7]. Commitment to help due to shared feelings among community members [22], [34]. The sense of belonging to one another makes learning community a matter of great interest to many people [52]. Learning is done by harmonizing and integrating cognitive and social activities [5].

d. Self-confidence

Self-confidence is the ability and judgment of yourself to carry out various tasks with an effective approach [15], [56] and the ability to face the environment for his decisions or opinions [5]. Trust in yourself, talent, leadership, high initiative and the existence of supportive leadership with a shared culture to achieve goals [15], this is supported by mobile learning [5].

e. Spontaneity often occurs in community-based learning.

The problems raised by members are also diverse with problem-solving decisions originating from many sources so that the answers obtained often come from what becomes habits, routines, experiences, and events experienced directly by members [4], [15].

f. Collaboration

Collaboration is all forms of cooperation carried out by two people or groups of people in a particular field intending to maximize learning outcomes [15]. by combining people who are competent in a particular field in continuous learning [34]. With a conceptual model that integrates between individuals and groups collaboratively to stimulate strong and sustainable e-learning [4].

5. Conclusion

A systematic literature review resulted in a learning community component for informal education to support formal and non-formal learning. Informal education can be done in the family environment, fellow friends, relatives and with the community. There are 6 important components of learning communities for informal education, namely content that includes culture, problem solving, development, implications, experiences, and current cases/events. The second component is a learning community forum which can be in the form of discussion forums, partners & teamwork, and questions and answers. The third component is the method used in the learning community including exploration, visualization, independence, inquiry. The fourth component is the technology used for the learning community, including social media, e-learning, internet and websites, skype & google hangouts, video conferencing, ERP and databases, android/smartphones. Rapid technological change leads to digital technology that changes behavior, mindset, lifestyle, and decision making. The 6 components, namely figures and layouts, which includes the appearance, must be simple and attractive, structured, accessible, and engaging. The sixth component is human/social resources which includes grouping & teamwork, competency-based learning, individual commitment, and spontaneity & collaboration .

The component becomes a reference in the learning community for informal education that has an impact on This component is the initial research and will be continued by the next research, namely the creation of a community-based learning model. In addition, this component can be used for knowledge development and used to facilitate the learning process for informal education. Remembering that learning is lifelong and continuous without limits in learning. Practically and academically this component has a positive impact besides being used for the development of knowledge, it is also used for decision making in learning community learning.

6. Implication

A systematic literature review is applied in informal education, especially community-based ones. Systematic literature review as a first step to create a learning community model to support structured learning where the model will be utilized by all parties including teachers, students, the general public, government and society. Every member of the community can express their aspirations and problems faced through community-based learning. The interaction between community members is well established. A systematic review of this literature is expected to be able to assist and support structured learning, where informal learning is an alternative learning in the new normal era of Covid-19. It is hoped that these components will not only be useful for the world of education but also for the development of sustainable science.

6.1. Limitation

This paper discusses the components of the learning community for informal education and is not discussed for formal or non-formal education so that this paper emphasizes more interaction between community members. In detail, the contents of the content presented have not been discussed, learning planning, learning processes and evaluation results are not discussed in this paper because of the limitations of time and the authors will be discussed in the next study. There is no question and answer between community members to solve the problem.

6.2. Future Research

In the next study, we will discuss the co-design of the learning community model, the shape and model of co-design expected by community members, the content that supports learning and pedagogic aspects in learning can be discussed though not in detail because this aspect involves formal education and non-formal.

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